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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed expecially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are (1) setting realistic occupational and life goals, (2) defining and testing interests and investigating related job areas, (3) determining and evaluating mental and physical abilities in terms of job requirements, and (4) analyzing social-personal qualities as they relate to setting and pursuing goals. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

(CE 00 253)

ED 098 426

SELF-APPRAISAL FOR EMPLOYMENT

ORIENTATION TO THE WORLD OF WORK SERIES

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ORIENTATION TO THE WORLD OF WORK UNIT

SELF-APPRAISAL FOR EMPLOYMENT

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CONTENTS

		Page
	Introduction and Acknowledgments	i
I.	Rationale	1
II.	Subject Matter Outline	2
III.	Unit Objectives	3
IV.	Suggested Interest Approach	3
V.	Lesson Plans	4
VI.	Resource Lists	23
	Books	23
	Visual Aids	
	--Films	26
	--Filmstrips	27
	--Games	29
	--Multi-media Kits	30
	--Posters	31
	--Tapes	32
	--Tests	33
	--Transparencies	34
VII.	Student Material	35
VIII.	Transparency Masters	42

Introduction

This unit, "Self-Appraisal for Employment," is one of the series of the "Orientation to the World of Work" units designed for special vocational education teachers and other vocational education teachers who have disadvantaged and handicapped students in their classes. There are nine other units in the series:

Occupational Safety
Learning About Jobs
Getting a Job
How to Keep a Job
Personal Development
The Role of Work in our Society
Taxes Affecting the Worker
Handling Your Paycheck
Introduction to Orientation to the World of Work

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UNIT: SELF-APPRAISAL FOR EMPLOYMENT

I. Rationale

A student must have a worthwhile and realistic opinion of himself in order to achieve career goals. Often a student does not realize his full potential or limitations and sets his occupational goals either beneath or beyond what he is capable of attaining. Extremely high or low vocational goals are characteristic of many disadvantaged and handicapped students.

"A reasonable expectation of success"[1] for disadvantaged and handicapped students can be accomplished only through a process of self-appraisal. Self-appraisal, in this unit, refers to an evaluation or estimate of one's abilities and limitations in respect to occupational competency.

Without valid self-appraisal most disadvantaged or handicapped students would be unable to logically decide which occupations to study. This unit provides a method by which the student, with the aid of teacher, counselors, and tests, can evaluate his skills and vocational aptitudes. Upon completion of the unit, the student should be able to choose and explore those occupations which fall within the range of his capabilities and which meet his interests.

[1] Handbook for Planning Local Vocational Education Programs, Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky. March 1970.

II. Subject Matter Outline

A. Life Goals

1. What You Want Out of Life
2. Your Potential
3. Setting Realistic Occupational Goals

B. Interests

1. Definition of Interest
2. Varieties of Activities Involved in a Job
3. Related Job Areas
4. Testing Interest

C. Abilities

1. Determining Mental and Physical Abilities
2. Evaluating Abilities in Terms of Job Requirements

D. Social-Personal Qualities

1. Personality
2. Attitude
3. Improving Your Image
4. Setting and Pursuing Your Goals

III. Unit Objectives

The student will

1. Through critical analysis recognize, then list characteristics which are beneficial or detrimental to employment.
2. Outline a systematic approach for self-evaluation, listing limitations and describing plans for self-improvement.

IV. Suggested Interest Approach

Have each student put together a tanagram (Student Materials: "Tanagram," pp. 35-39, made of masonite, floor tile, carpet squares, or cardboard) displaying his manual dexterity and record time necessary to complete the task. Compare length of time for each student to complete task. Discuss with students the idea that people have different abilities and the importance of learning vocational aptitudes and limitations.

MAJOR CONCEPT: A. Life Goals

SUPPORTING CONCEPTS:

1. What You Want Out of Life
2. Your Potential
3. Setting Realistic Occupational Goals

PERFORMANCE OBJECTIVES: The student will

1. Describe what he wants out of life.
2. Show the relationship of training to income potential.
3. State his vocational objective, giving reasons for his choice and outlining his plans for accomplishing it.

A. LIFE GOALS 1. WHAT YOU WANT OUT OF LIFE

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Class Discussion: Tell what you want from life and who has had the most influence on your decisions. Note to Teacher: First, introduce topic "Life Goals" by explaining the idea that whatever you want from life is a "life goal." Students may do reading from selected references on this topic prior to this class period.	Same. Name immediate goals. Discuss the topic "Life Goals" or make a poster or collage which depicts immediate goals.	Books: No. 1. About You No. 2. Building Your Life No. 16. What to Do After High School No. 11. Planning My Future No. 21. Your Life in a Big City --ch. 7 (excellent reference on this topic) No. 13. Succeeding in the World of Work --ch. 1. "You and Work"

A. LIFE GOALS 1. WHAT YOU WANT OUT OF LIFE (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
View and discuss transparency and filmstrip on goals.	Same. After viewing visuals, give examples of goals to which one can relate.	Transparency: No. 1. "Human Resources and Personal Development" --"What Are Your Goals?" (D/H) Filmstrip: No. 3. "It's Your Future" --"A Look at the Future" No. 11. "What Are Your Values and Why?" (with tapes) --"What Do I Want out of Life?" No. 2. "Foundations for Occupational Planning" --"Who Are You?"
Play game which helps bring out one's values. Note to Teacher: Scrutinize game cards and remove any which you feel are inappropriate for your group.	Same.	Game: No. 1. "Values"
Write a list of personal goals in life. Refer to references used previously.	State on a tape recorder personal goals in life.	Cassette player-recorder and blank cassette cartridge (H)
Culminating and Evaluating activity: Panel Discussion: Analyze the relationship between life goals and work.	Same. Describe orally things one wants out of life.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss the following questions: (1) What determines whether one can achieve his life goals? (2) Can I achieve my life goals? Why or why not?		Books: No. 1. About You No. 2. Building Your Life No. 21. Your Life in a Big City --ch. 8. "Your Chances as a Person"
Note to Teacher: Discuss the idea that each individual does certain types of activities or jobs well. Relate to school performance.	Note to Teacher: Initiate class discussion by playing a taped conversation in which several individuals state when they will terminate their education, what their maximum potential is and why they believe so.	Transparencies: No. 1. "Human Resources and Personal Development" --"Resources: Things Used to Reach Goals" --"Which Resource Will You Have to Develop to Help You Reach Your Goal?" Tape-recording, teacher made (H)
Discuss income earning potential. Note to Teacher: Use current figures below bars on transparency master.	Same. View transparency which illustrates lifetime incomes as compared with educational attainment.	Transparency Master: "Training--Earnings," p. 42
Evaluation: Research five occupations and report the amount of training required and the average annual salary earned for each. Ask persons you know who hold these jobs how much money a beginner makes and what kind of training he had to have to get the job.	Create posters on income of different occupations and amounts of training. Note to Teacher: Provide information on earning power.	Books: No. 5. Handbook of Job Facts (D) No. 10. Occupational Outlook Handbook Multi-media Kits: No. 1. "Career Exploratory Kit" No. 3. "Semi-Skilled Careers Kit" Poster board, dry marker

A. LIFE GOALS 3. SETTING REALISTIC OCCUPATIONAL GOALS

TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
Read selected references and/or view filmstrips and listen to accompanying tapes; think about the questions below. Discuss with class. (1) What do I want from a job? (2) How do I tell whether a particular job is for me? (3) How do I determine what I can do?	Same.	Books: No. 21. Your Life in a Big City ch. 10, "Your Success in Work" No. 12. Planning My Future ch. 4, "What Do I Want from a Job?" ch. 13, "Choosing an Occupational Field" ch. 14, "Testing my Ideas of a Job" Filmstrips: No. 3. "Job Attitudes: A Job That Goes Someplace" (excellent for this topic) No. 1. "Career Opportunities Set" --"Your Life of Work" --"Career Planning in a Changing World" No. 2. "Foundations for Occupational Planning" --"What Is a Job?"
Note to Teacher: Examine and define capabilities and discuss how they fit goals. Explain that each job requires many different abilities.	Same. View a transparency and list capability implications. Note to Teacher: Simplify ideas as much as possible.	Transparency Masters: "Capabilities," p. 43
View and discuss transparency and filmstrip which describe human resources that help determine occupational goals.	Same. Note to Teacher: After viewing visual aids give examples to which student can relate.	Transparency: No. 1. "Human Resources and Personal Development" --"Which Resource Do You Now Have?" Filmstrip: No. 2. "Foundations for Occupational Planning" --"Who Are You?"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a filmstrip and listen to accompanying tapes in which workers describe what makes a job worthwhile and how it contributes to making one's life satisfying.	Same.	Filmstrip: No. 5. "Job Attitudes: Liking Your Job and Your Life"
Discuss a topic such as: "The greater the number of things a person can do well, the larger the variety of jobs he can perform.	Same. View transparency describing the use of one's human resources.	Transparency: No. 1. "Human Resources and Personal Development" --"Developing and Using One's Human Resources" Books: No. 4. Discovering Your Real Interests
Summary: Analyze your individual resources and write personal opinion of a realistic occupation for you.	Same. Replace writing exercise with tape recording.	Cassette recorder and blank cassette cartridge

MAJOR CONCEPTS: B. Interests

SUPPORTING CONCEPTS:

1. Definition of Interests
2. Varieties of Activities Involved in a Job
3. Related Job Areas
4. Testing Interest and Aptitudes

PERFORMANCE OBJECTIVES: The student will

1. Define (orally or in writing) the term "interests."
2. Choose a job and list ten activities involved.
3. Identify ten jobs which are related.
4. Complete an interest inventory test and an aptitude test.

B. INTERESTS 1. DEFINITION OF INTERESTS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Display posters which relate to jobs and refer to these throughout the study of this unit. and/or View an introductory filmstrip which relates interests and jobs.	Same. Same.	Posters: No. 2. "Posters" by Careers, Inc. Filmstrip: No. 2. "Foundations for Occupational Planning" --"What Do You Like to Do?" (D/H) --"What Are Job Families?" No. 1. "Career Opportunities" Set --"Interests Pay Off"

B. INTERESTS 1. DEFINITION OF INTERESTS (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
Class Discussion: Share with class what you like to do and why. Determine how the activities you enjoy fit in with the world of jobs. Note to Teacher: Define interests and show how they change during one's lifetime.	Same.	Books: No. 4. Discovering Your Real Interests No. 12. Planning My Future ch. 10, "Ability Plus Interest" No. 13. Succeeding in the World of Work ch. 6, "Self-Inventory--Interests" Multi-media Kit: No. 2. "Occupational Exploration Kit" Transparency Masters: "Definitions," p. 44 "Interest," p. 45
Evaluation: Define interest. List ten personal interests and arrange in order of importance.	Same. Check items pertaining to personal interest in order of preference.	

B. INTERESTS 2. VARIETIES OF ACTIVITIES INVOLVED IN A JOB

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Field Trip: Visit school custodian. Observe activities of cleaning and waxing a floor. List steps included in the task.	Same. Except discuss each step of process as it occurs. Note to Teacher: Field trip within school to area the custodian has prepared for display of activities.	
Note to Teacher: Point out: Almost every job has some drudgery among the more enjoyable activities. Some activities require more skill and effort than others.		
Select one job and discuss the varieties of activities involved in it.	Same.	Chalkboard (D/H) Resources listed previously
Evaluation: List ten activities one job might involve.	Same. Except list five activities one job might involve.	

B. INTERESTS 3. RELATED JOB AREAS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Listen to selected tapes describing jobs which are related by interest area.	Same.	Tapes: No. 1. "Exploring the World of Work" (6 cassette tapes)
Discuss similarities in jobs: (1) Determine similar activities. (2) Describe similar circumstances and situations. (3) Compare jobs in a job family. (4) Show how interest can grow from one job to another.	View and discuss filmstrip on job families.	Chalkboard (D) Filmstrip: No. 1. "Foundations for Occupational Planning" --"What Are Job Families?" Books: No. 12. Planning My Future ch. 7, "Families of Vocations" No. 21. Your Life in a Big City ch. 13, "What People Who Work Do" No. 13. Succeeding in the World of Work ch. 2, "Jobs: Choices and Opportunities"
List examples of jobs related to each job family. Note to Teacher: Show students how knowing about related job areas will open up employment opportunities to him.	Same.	Chalkboard (D/H) Books: No. 15. Turner Career Guidance Series No. 5. Handbook of Job Facts
Culminating and evaluating activity: Choose one job. Select five other jobs which are similar.	Same.	Teacher-made test (writing exercise) Books: No. 10. Occupational Outlook Handbook No. 5. Handbook of Job Facts

TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
Answer a general aptitude test such as the following: --Kuder --Ohio Voc. Inventory Survey --G.A.T.B. and/or Complete an interest inventory. Note to Teacher: These tests may have been given previously. Results may be obtained from cumulative folders. If students have already been tested, help them understand test results in light of occupational planning.	Same.	Tests: No. 2. "General Aptitude Test Battery" No. 3. "Hall Occupational Orientation Inventory" Substitution: Vocational interest or aptitude test of teacher preference Book: No. 3. Charting Your Job Future (D/H)
Evaluation: Discuss profile on the interest inventory and/or aptitude test. Compare aptitudes and interests to see whether they match. Culminating Activity: Discuss some possible outcomes of pursuing an occupation in which one is interested but has no aptitude for. Also discuss some possible results of pursuing an occupation in which one is not interested.	Same.	Resource Person: Guidance counselors: --State Voc-Tech. School --Local school

MAJOR CONCEPTS: C. Abilities

SUPPORTING CONCEPTS:

1. Determining Mental and Physical Abilities
2. Evaluating Abilities in Terms of Job Requirements

PERFORMANCE OBJECTIVES: The student will

1. Define "ability" and give examples of mental and physical abilities.
2. Complete an achievement test and a physical fitness test or analyze academic record in terms of career of interest.
3. Evaluate strengths and weaknesses and chart a course for improvement.

C. ABILITIES 1. DETERMINING MENTAL AND PHYSICAL ABILITIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Define "ability." Discuss or make a list of "Things I Do Well."	Same.	Transparency Master: "Definition--Ability," p. 44
Refer to list and classify each ability listed as "mental" or "physical."	Same. List five mental or physical abilities.	Transparency Masters: "Ability," pp. 46-47
View filmstrip on abilities.	Same.	Filmstrip: No. 10. "Vocational Decisions"
Discuss how abilities help one get a job and determine his success in it.	Same.	Books: No. 8. Making the Most of Your Abilities No. 18. Your Abilities No. 12. Planning Your Future ch. 9, "Types of Abilities"
Evaluation: Write definition of abilities.	Same. Except orally state definition of abilities.	

C. ABILITIES 2. EVALUATING ABILITIES IN TERMS OF JOB REQUIREMENTS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss the role of testing as it relates to determining one's ability to do a job or enter the world of work. Consider the following: (1) General employment tests (2) State board examinations for careers such as beauticians (3) Civil service examinations for firemen, etc. (4) Standardized achievement tests in school (5) Tests in school subjects (6) Physical fitness tests Answer the question: What are the alternatives when an individual fails to meet the requirements established for jobs through standardized tests? Note to Teacher: Be sure to point out that abilities can be acquired and/or changed through further study and practice.	Same.	Books: No. 5. Handbook of Job Facts No. 3. Charting Your Job Future
List subjects taken during past two years in school. Check those liked best and those in which best grades were made. Note to Teacher: Have each student analyze whether his good or bad grades really indicate his ability to handle the subject matter or whether he received them for good or poor behavior, attendance, or some other reason.	Same.	Books: No. 12. Planning My Future ch. 11, "Appraising Myself" No. 21. Your Life in a Big City ch. 9, "Your Basic Subjects for Work" Filmstrip: No. 2. "Foundations for Occupational Planning" --"What Good Is School?"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Answer the questions: (1) Do your grades indicate that you can complete the training required by the career of your interest? (2) Can you improve your grades?		
Note to Teacher: Select and place twenty job titles on chalkboard. List in three categories: (1) Require formal education (2) Require special training (3) Require physical strength	Same.	
Display cost factor of training or education for twenty job titles selected above. Note to Teacher: Contact schools (vocational schools, community colleges, business schools, etc.) for up-to-date information.	Same.	Teacher resources
Culminating activity: List ten jobs student is capable of holding but which education and/or financial situation prevent. Identify sources of financial help. Outline a plan for working and saving to obtain further education and/or training needed and to meet the travel and living expenses required to get a job in a distant place.		

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss jobs in which physical abilities are an important factor. Compare jobs in terms of physical strength and agility required.	Same.	Suggested resource person: Physical education teacher
	Cut out pictures of jobs involving physical strength or manual dexterity.	Magazines, newspapers, and other materials and supplies for creating a poster.
Complete a physical fitness test. Compare scores of ability and physical strength to the requirements of the job you want.	Same.	
Discuss physical health limitations and the effect they might have on selecting a job. Note to Teacher: Include in discussion: hearing, eyesight, loss of limb, bad heart, etc. Point out way to compensate for different limitations or adjustments that can be made to enable one to pursue his occupational choice.	Same.	Books: No. 14. Teaching Aids for Blind and Visually Limited Children No. 9. Multiply Handicapped Deaf Children: Medical, Educational, and Psychological Considerations
Discuss age restrictions in relation to various types of jobs.	Same.	Book: No. 7. Kentucky Labor Laws (D/H)
Evaluation: Name the ten physical limitations and relate to job selection.	Same. Except limit to five.	

MAJOR CONCEPTS: D. Social-Personal Qualities

SUPPORTING CONCEPTS:

1. Personalities
2. Attitudes
3. Improving Your Image
4. Setting and Pursuing Your Goals

PERFORMANCE OBJECTIVES: The student will

1. Identify his personality traits.
2. Tell how attitudes influence job success.
3. List strengths and weaknesses and chart a course for improvement.
4. Identify and list specific ways to attain goals.

D. SOCIAL-PERSONAL QUALITIES 1. PERSONALITIES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Define personality. Broaden your concept of personality by reading selected references which show the effect of personality on getting along with others and on job success.	Same.	Books: No. 1. About You ch. 1, "What Makes You You" ch. 2, "How Personality Grows" ch. 3, "A Healthy Personality" No. 12. Planning My Future ch. 3, "Character and Personality Are Important" ch. 12, "Ability Plus Social Adaptability" No. 13. Succeeding in the World of Work ch. 6, Section 4, "Personality"
Complete personality self-rating scale. Note to Teacher: Substitute rating scale from one of the references above.	Same. Except read entire test aloud.	Student Material: "Personality Self-Rating Scale," pp. 40-41

D. SOCIAL-PERSONAL QUALITIES 1. PERSONALITIES (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss the following influences upon personality: Habit Needs Interests Physique Temperament Prejudice Posture	View and discuss problems related to social development.	Filmstrips: No. 3. "Social Problems" --"Alcohol" --"Leisure" --"Delinquency" --"Prejudice" Books: No. 1. About You ch. 4, "Everyone Has Problems"
View film which describes qualities essential to job success.	Same.	Film: No. 3. "Personal Qualities for Job Success"
Discuss how different jobs require different personalities and how the personalities of the workers who do them fit in. Answer the question: Is your personality compatible with the job you want?		Books: No. 20. Your Personality and Your Job ch. 1, "Your Job and You" ch. 6, "Jobs Have Personalities, Too" No. 21. Your Life in a Big City ch. 13, "What People Who Work Do"
Evaluation: Write a list of personality traits which need to be improved and method to accomplish task. List three types of work which seem suited to a person of your personality.	Same.	

D. SOCIAL-PERSONAL QUALITIES 2. ATTITUDES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a filmstrip or other visuals which depict attitudes and practical principles of good human relations and how to apply them.	Same.	Filmstrip: No. 12. "Your Attitude is Showing" Posters: No. 1. "Planning My Future" No. 3. "Your Attitude is Showing"
Distinguish between positive and negative attitudes.	Same.	Books: No. 19. Your Attitude is Showing (T) No. 13. Succeeding in the World of Work ch. 4, Section 1, "The Importance of Attitude"
Complete attitude inventory.	Discuss attitude inventory.	Books: No. 11. Planning My Future --"My Personal Interest Inventory" No. 1. About You --"Differences Between Healthy and Unhealthy Attitudes" Chart No. 13. Succeeding in the World of Work ch. 6, Section 4, "Personality: Attitudinal Inventory"
Evaluation: Compile a list of positive and negative attitudes which affect an individual in the world of work.	Same. List three attitudes which make for job success. List three attitudes which contribute to failure.	

D. SOCIAL-PERSONAL QUALITIES 3. IMPROVING YOUR IMAGE

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View transparencies which stress the importance of developing personal traits needed to effectively take one's place in society. Answer questions such as --What is meant when we speak of a person having a good image? --What can you do to improve your image? --Why is success ability an important part of image ability? --Why is developing an image so dependent upon you? Culminating and evaluating activity: Write a plan for improving personality and attitude for success on a job.	Same. Except limit writing to one-half page.	Transparencies: No. 1. "Personal Development Transparency Series" --"Image-Ability"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a film which illustrates factors involved when selecting a vocation.	Same.	Film: No. 1. "Choosing Your Occupation" (D/H) Filmstrips: No. 6. "Jobs and Gender" No. 7. "Marriage and Career" No. 1. "Career Opportunities Set" --"How to Study Occupations" No. 8. "Skills That Pay Off"
Discuss methods for studying and familiarizing oneself with an occupational choice: (1) Reading (2) Observing (3) Discussing with workers already employed in an occupation	Discuss the following ideas: (1) You must want to improve before you can really do your best. (2) Get a plan and stick to it. (3) Self-improvement doesn't just happen; you must make it happen. (4) Your future depends a great deal on what you do right now.	
Summarize important things to consider in deciding upon a career.		Book: No. 13. Succeeding in the World of Work ch. 2, Section 5, "Career Planning"
Evaluation: Describe in writing your occupational goal and the means by which you plan to achieve it. Have you changed your plans in any way while studying this unit? Entitle your paper, "Why _____ Is the Job for Me."	Same.	

	BOOKS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	About You	Marjorie C. Cosgrove Mary I. Jasey	Science Research Associates, Inc. 259 E. Erie Street Chicago, Illinois	1968	$2.00
2.	Building Your Life	Judson T. and Mary G. Landis	Prentice-Hall Englewood Cliffs, N.J.	1964	$1.50
3.	Charting Your Job Future	Lambert L. Giles	SRA (See address above.)	1968	$2.00
4.	Discovering Your Real Interests	Blanche B. Parlson	SRA (See address above.)	1961	$.80
5.	Handbook of Job Facts	Norma L. Thiemann	SRA (See address above.)	1968	$4.50; free loan, Resource Center for SVE Teachers
6.	Improve Your Learning Ability	Harry M. Rivlin	SRA (See address above.)	1958	$.80
7.	Kentucky Labor Laws	Dept. of Labor	Legislative Research Commission Frankfort, Kentucky	1970	$.80
8.	Making the Most of Your Abilities	John Byrne Katherine Byrne	SRA (See address above.)	1973	Free loan, Resource Center for SVE Teachers
9.	Multiply Handicapped Deaf Children: Medical, Educational, and Psychological Considerations	McCay Vernon	Council for Exceptional Children, Inc. 1201 Sixteenth St., NW Washington, D.C. 20036	1969	$2.50; free loan, Resource Center for SVE Teachers
10.	Occupational Outlook Handbook	U.S. Dept. of Labor	U.S. Govt. Printing Office Washington, D.C.		Free loan, Resource Center for SVE Teachers

	BOOKS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
11.	Planning My Future	Wendell P. Hill	SRA (See address above.)	1970	$.80
12.	Planning My Future	National Forum Foundation Staff	American Guidance Services, Inc. Circle Pines, Minn. 55014	1964	Free loan, Resource Center for SVE Teachers
13.	Succeeding in the World of Work	Grady Kimbrell Benn S. Vineyard	McKnight and McKnight Publishing Co. Bloomington, Ill.	1970	Free loan, Resource Center for SVE Teachers
14.	Teaching Aids for Blind and Visually Limited Children	Barbara Dorward N. Barraga	American Foundation for the Blind 15 West 16th Street New York, N.Y. 10011	1968	Free loan, Resource Center for SVE Teachers
15.	Turner Career Guidance Series	Richard H. Turner	Follett Educational Corporation Chicago, Illinois	1967	$6.00; free loan, Resource Center for SVE Teachers
16.	What to Do After High School	Charles G. Spriegler William B. Reiner	SRA (See address above.)	1971	$2.00
17.	You and Your Abilities	John and Katherine Byrne	SRA (See address above.)	1959	$.80
18.	Your Abilities	Virginia Bailard	SRA (See address above.)	1957	$.80
19.	Your Attitude is Showing	Elwood N. Chapman	SRA (See address above.)	1964	Free loan, Resource Center for SVE Teachers
20.	Your Personality and Your Job	Daniel Sinick	SRA (See address above.)	1971	Free loan, Resource Center for SVE Teachers

	BOOKS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
21.	Your Life in a Big City	Zenobia Baxter Ester A. Marion	Webster Division McGraw Hill Book Co.	1967	Free loan, Resource Center for SVE Teachers

	FILMS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1.	"Choosing Your Occupation"	Cornett Films	Audio-Visual Services Porter Building Univ. of Ky. Lexington, Ky. 40506	11 minutes	Rental: $2.00
2.	"Office Team Work"	Louisville Board of Education	Division of Curriculum Louisville Public Schools Louisville, Ky.		Free loan
3.	"Personal Qualities for Job Success"	Cornett Films	Audio-Vicual Services (See address above.)	11 minutes	Rental: $2.00

	FILMSTRIPS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"Career Opportunities Set" --"Your Life of Work" --"Career Planning in a Changing World"				
2.	"Foundations for Occupational Planning" (series of five)	Society for Visual Education, Inc.	1345 Diversey Parkway Chicago, Illinois 60614		$40.00; free loan, Resource Center for SVE Teachers
3.	"It's Your Future" (series of four)	Eye Gate House	146-01 Archer Avenue Jamaica, N.Y. 11345		with records, $36.00 with cassettes, $37.00; free loan, Resource Center for SVE Teachers
4.	"Job Attitudes: A Job That Goes Someplace"	Guidance Associates	Pleasantville, N.Y.10570		with records, $35.00 with cassettes, $39.00; free loan, Resource Center for SVE Teachers
5.	"Job Attitudes: Liking Your Job and Your Life"	Guidance Associates	See address above.		with records, $35.00 with cassettes, $39.00; free loan, Resource Center for SVE Teachers
6.	"Jobs and Gender"	Guidance Associates	See address above.		with records, $35.00 with cassettes, $39.00; free loan, Resource Center

	FILMSTRIPS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
7.	"Marriage and Career"	Guidance Associates	See address above.		with records, $35.00 with cassettes, $39.00; free loan, Resource Center for SVE Teachers
8.	"Skills That Pay Off"	Popular Science	5235 Ravenswood Avenue Chicago, Ill. 60640		Free loan, Resource Center for SVE Teachers
9.	"Social Problems" (series of four)	Quality Filmstrips for Education by Cathedral	Distributor Central School Supply Co. 4100 Eastmoor Road Louisville, Kentucky		with records, $34.50 with cassettes, $38.00
10.	"Vocational Decisions" (series of three with record)	Society for Visual Education, Inc.	1345 Diversey Parkway Chicago, Illinois 60614		Free loan, Resource Center for SVE Teachers
11.	"What Are Your Values and Why?" --"What Do I Want Out of Life?" and accompanying tape	New York Times	Teaching Resources Films Bedford Hills, N.Y.10507		$85.00; free loan, Resource Center for SVE Teachers
12.	"Your Attitude is Showing"	Science Research Associates, Inc.	259 E. Erie Street Chicago, Illinois		$60.00 per kit; free loan, Resource Center for SVE Teachers

	GAMES	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"Values"		Friendship Press Maryknoll, N.Y.		$5.95; free loan, Resource Center for SVE Teachers

	MULTI-MEDIA KITS	PUBLISHER - ADDRESS	DATE	COST
1.	"Career Exploratory Kit"	Careers, Inc. P.O. Box 35 Largo, Florida 33540		$81.00; free loan, Resource Center for SVE Teachers
2.	"Occupational Exploration Kit"	Science Research Associates 259 East Erie Street Chicago, Illinois 60611		$143.35
3.	"Semi-Skilled Careers Kit"	Careers, Inc. P.O. Box 35 Largo, Florida 33540		$45.00; free loan, Resource Center for SVE Teachers

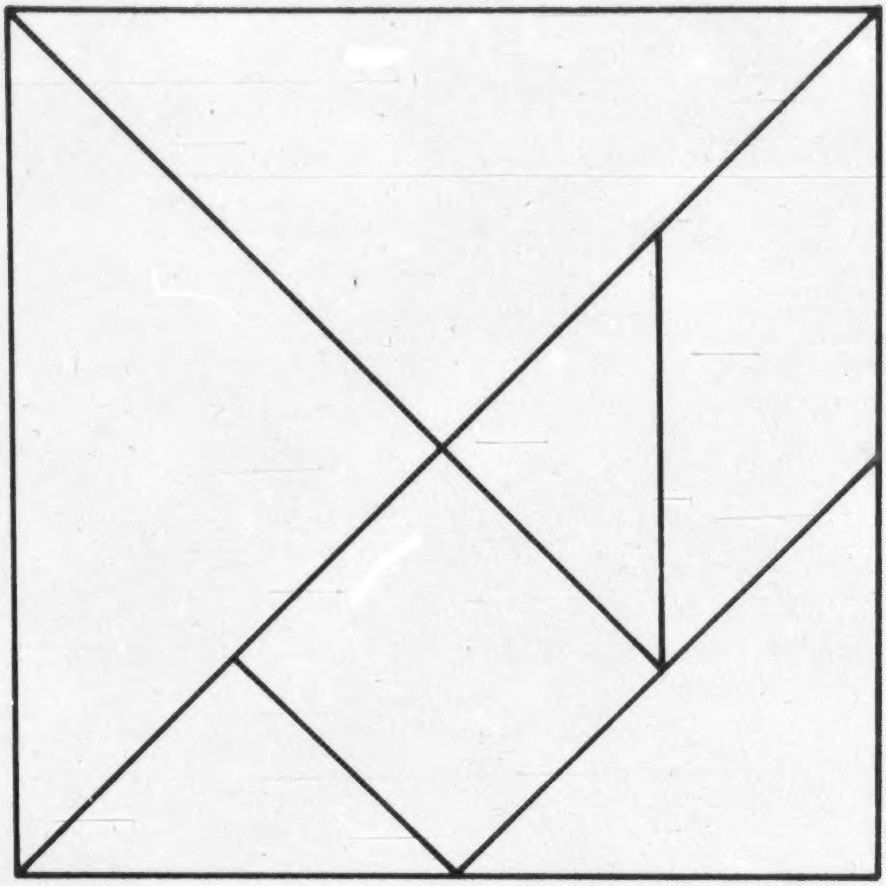
	POSTERS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"Planning My Future" (a set of 33 posters)	American Guidance Service, Inc.	Publishers' Building Circle Pines, Minn.55014		$26.00; free loan, Resource Center for SVE Teachers
2.	"Posters" by Careers, Inc.	Careers, Inc.	P.O. Box 135 Largo, Florida 33540		$23.10; free loan, Resource Center for SVE Teachers
3.	"Your Attitude is Showing" (a set of 12 posters)	Science Research Associates, Inc.	259 East Erie Street Chicago, Illinois 60611		$64.80 (part of a kit); free loan, Resource Center for SVE Teachers

	TAPES	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"Exploring the World of Work" (6 cassette tapes, groups occupations according to interests)	W.D. Martinson	H. Wilson Corp.		

	TESTS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"California Achievement Test"	California Test Bureau	Monterrey, California	1963	free; usually administered by counseling office
2.	"General Aptitude Test Battery"	U.S. Dept. of Labor	Manpower Administration Bureau of Employment Security Washington, D.C.	1970	given free at the State Employment Office
3.	"Hall Occupational Orientation Inventory"	Follett Educational Corp.			

	TRANSPARENCIES	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1.	"Human Resources and Personal Development" (20 visuals)	Visual Products Division	3M Company Box 3100A St. Paul, Minn. 55101		$35.00
2.	"Personal Development Transparency Series" --"Image-Ability"	Southwestern Publishing Co.	Cincinnati, Ohio 45227		$18.00; free loan, Resource Center for SVE Teachers

TANAGRAM



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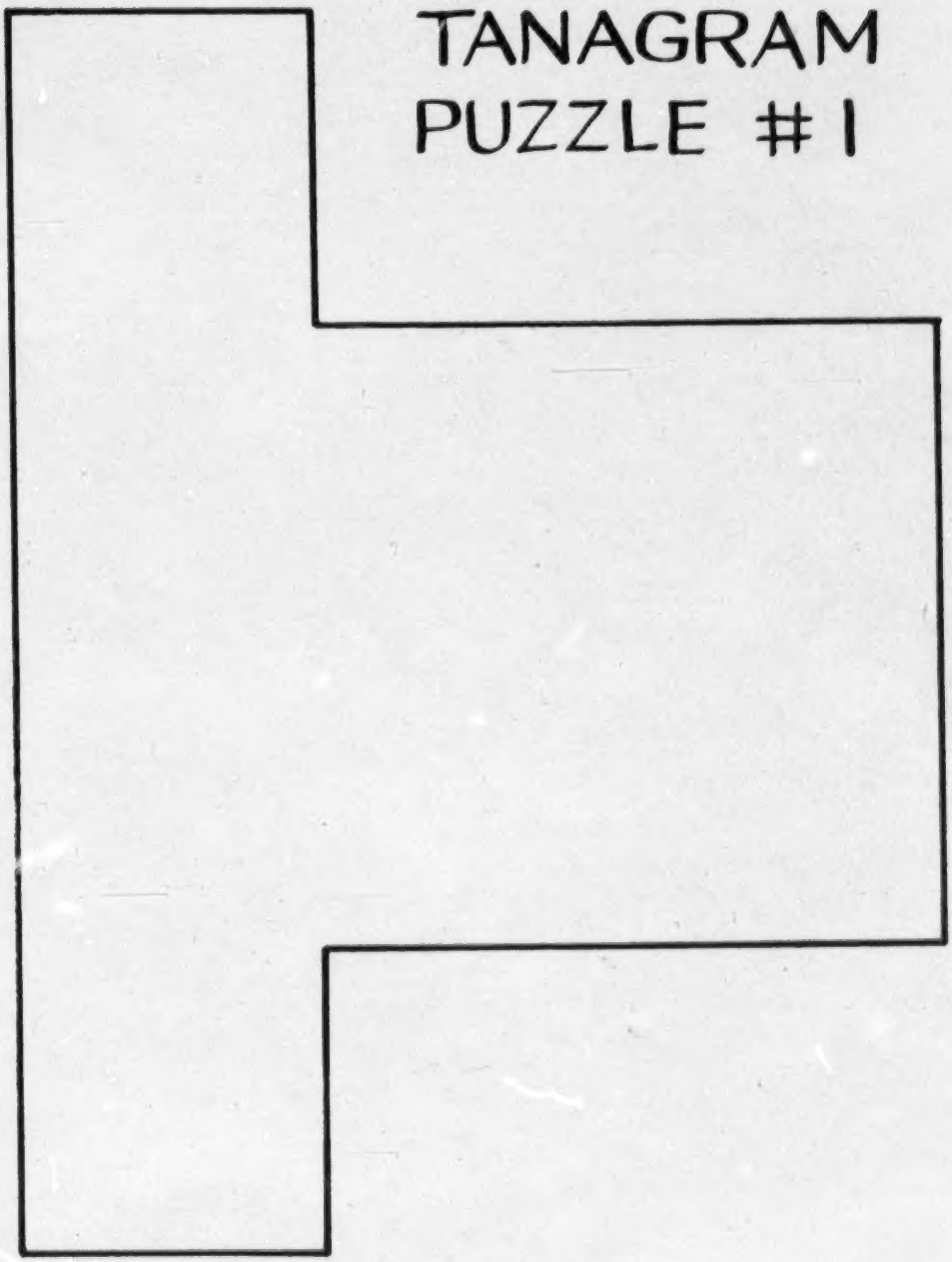

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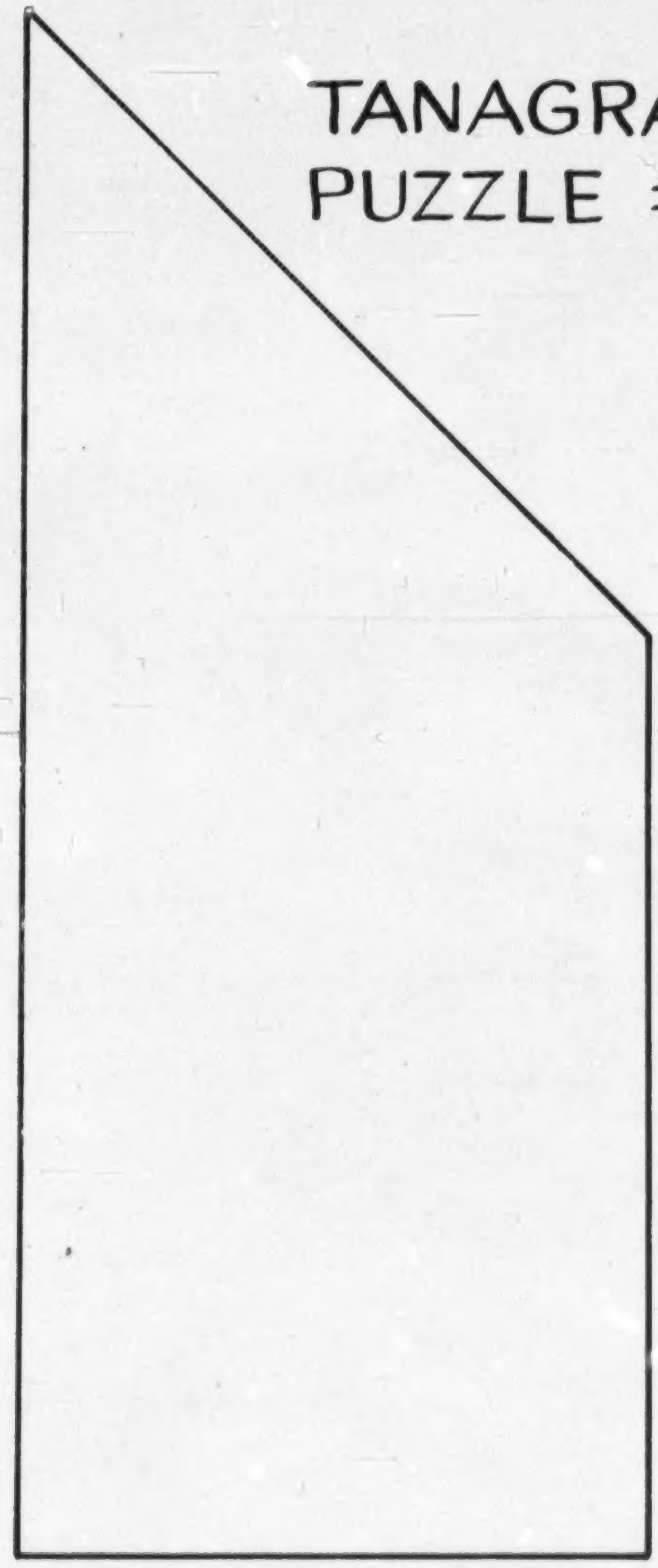
TANAGRAM PUZZLE #2



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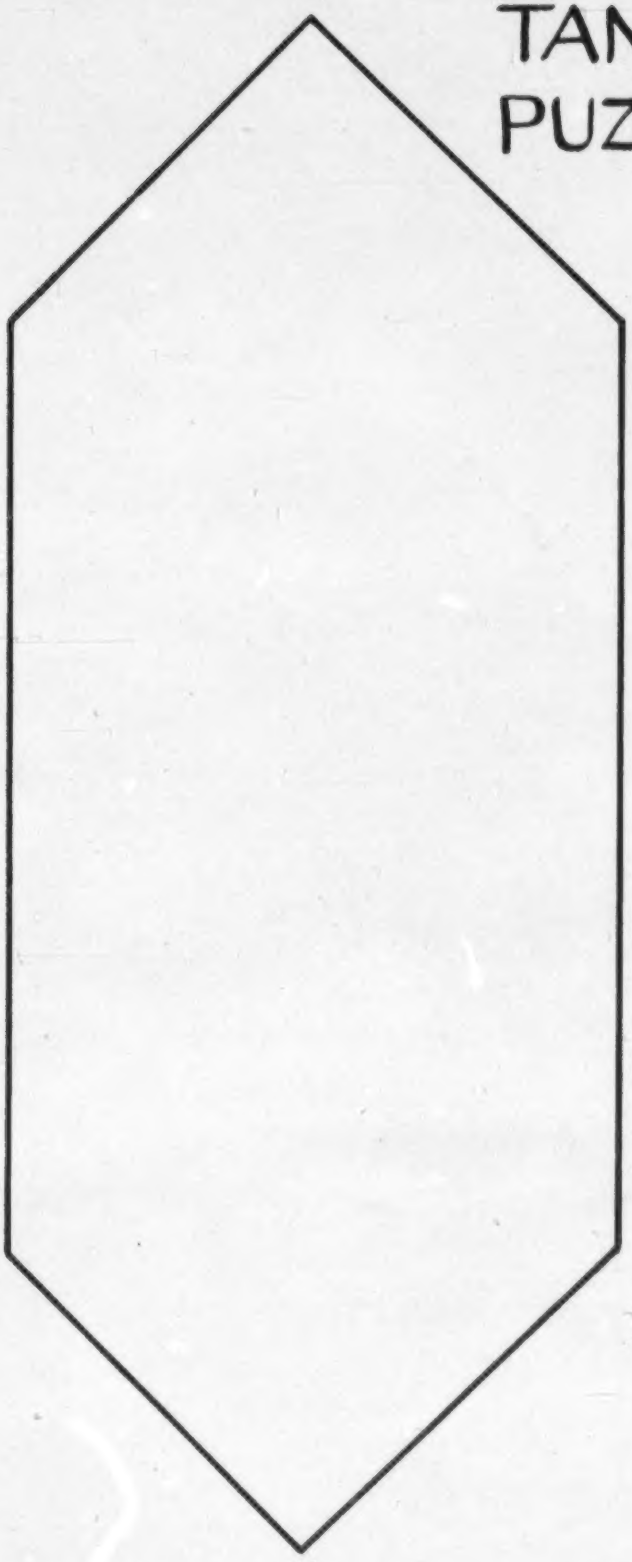

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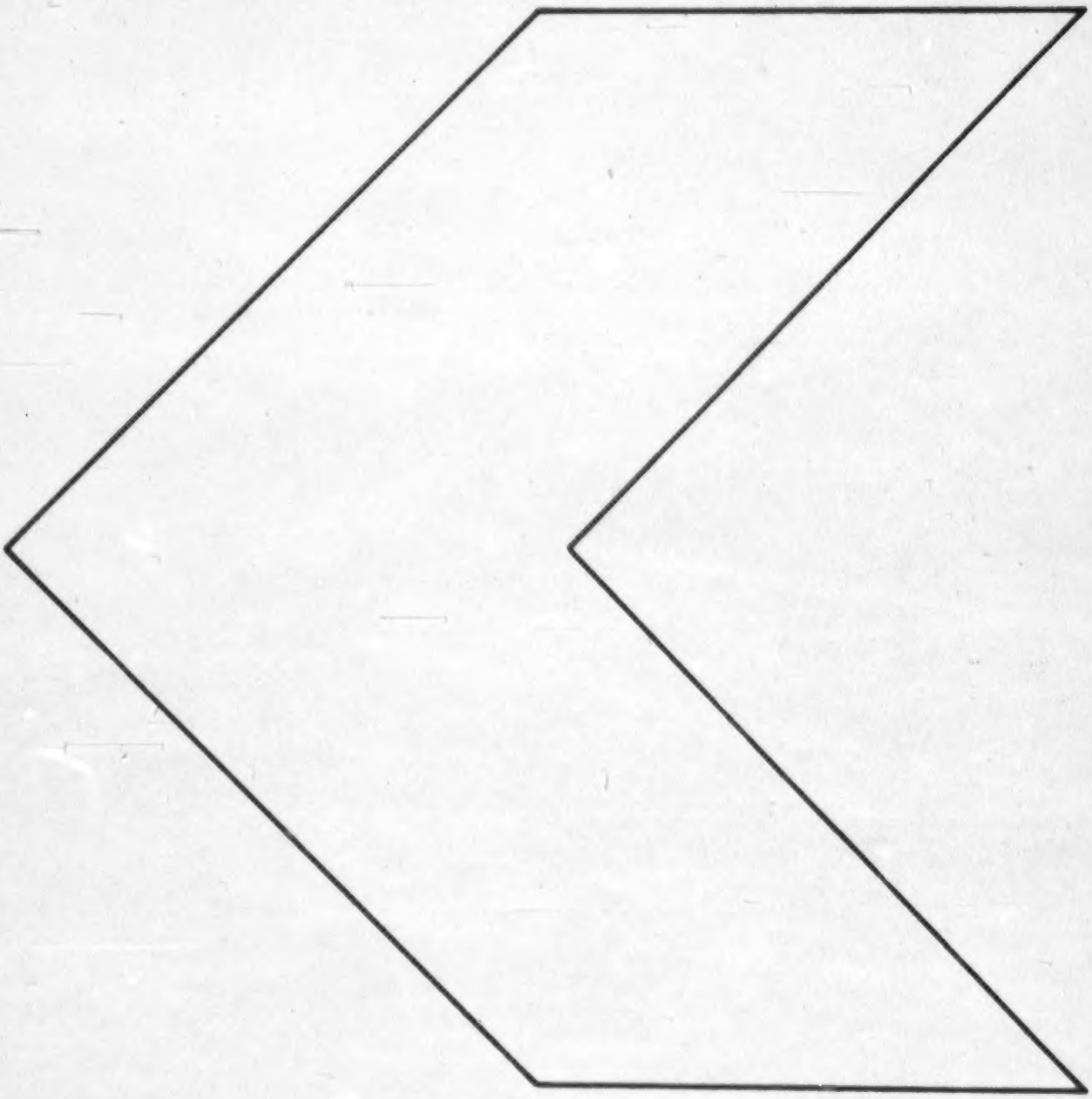
TANAGRAM PUZZLE #4



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PERSONALITY SELF-RATING SCALE

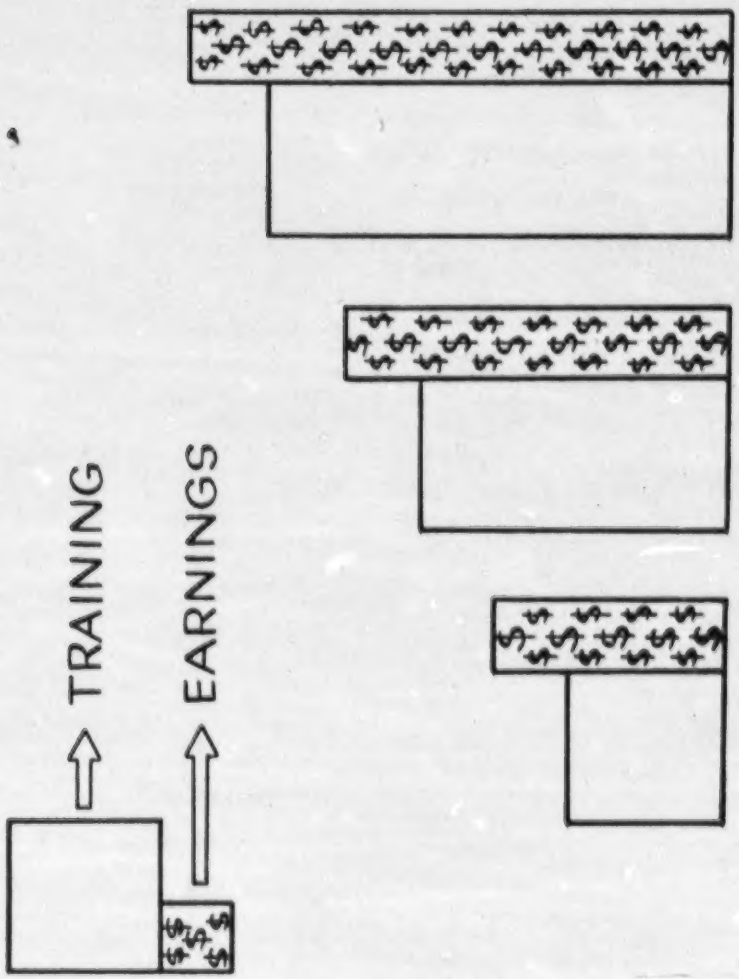
Circle appropriate number following each trait. Four is outstanding, three is above average, two is average, one is poor. Total your score below.

1.	Do I maintain a well groomed appearance?	1 2 3 4
2.	Do I have a pleasing voice?	1 2 3 4
3.	Is my posture alert and poised?	1 2 3 4
4.	Is my disposition cheerful?	1 2 3 4
5.	Do I make friends easily?	1 2 3 4
6.	Do I exert a positive leadership?	1 2 3 4
7.	Am I generally thoughtful of the feelings of others?	1 2 3 4
8.	Is my enthusiasm sincere and contagious?	1 2 3 4
9.	Do I persevere until I achieve success?	1 2 3 4
10.	Am I sincere in my interest in other people?	1 2 3 4
11.	Am I ambitious to get ahead?	1 2 3 4
12.	Do I get along well with others?	1 2 3 4
13.	Do I react constructively to criticism?	1 2 3 4
14.	Do I remember names and faces?	1 2 3 4
15.	Am I punctual on all occasions?	1 2 3 4
16.	Do I have and evidence a spirit of cooperation?	1 2 3 4
17.	Am I free from prejudice?	1 2 3 4
18.	Do I know how people react in most situations?	1 2 3 4
19.	Am I generally a good listener?	1 2 3 4
20.	Do I refuse to allow what other people say to hurt me?	1 2 3 4
21.	Can I criticize without giving offense?	1 2 3 4
22.	Do I usually like people for what they are, or do I wait to see if they like me?	1 2 3 4
23.	Do I enjoy being part of a group?	1 2 3 4

24.	Am I reliable?	1	2	3	4
25.	Can I adapt myself to all situations?	1	2	3	4
26.	Am I easily discouraged?	1	2	3	4
27.	Do I apply myself to the problems of each day?	1	2	3	4
28.	Can I make a decision quickly and accurately?	1	2	3	4
29.	Am I loyal to my superiors and associates?	1	2	3	4
30.	Do I try to get the other fellow's point of view?	1	2	3	4
31.	Am I neat and clean in my work as well as my personal appearance?	1	2	3	4
32.	Do I know where I make my mistakes and do I admit them?	1	2	3	4
33.	Am I looking for opportunities to serve others better?	1	2	3	4
34.	Am I following a systematic plan for improvement and advancement?	1	2	3	4
35.	Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
36.	Am I playing the game of life honestly and fairly with myself, my fellow members and others with whom I work?	1	2	3	4

TOTAL SCORE...

And now, to evaluate your scores--if your score totaled over 100, your personality rating is definitely superior. And, if you've been honest with yourself, you are among the people who are most likely to succeed. 90-100 is above average. 75-90 is average. Below 75 shows plenty of room for improvement. How did you rate?



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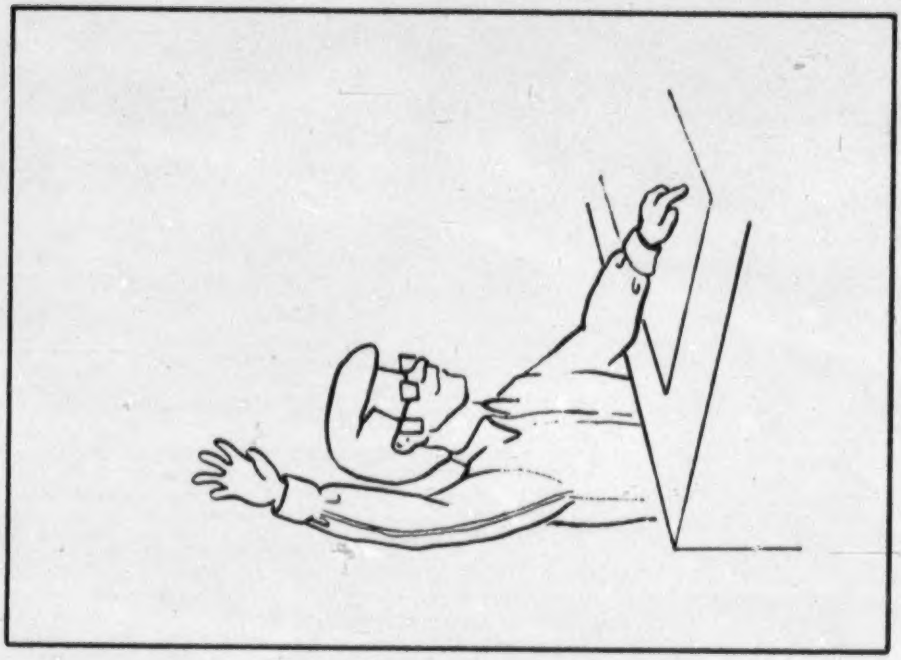
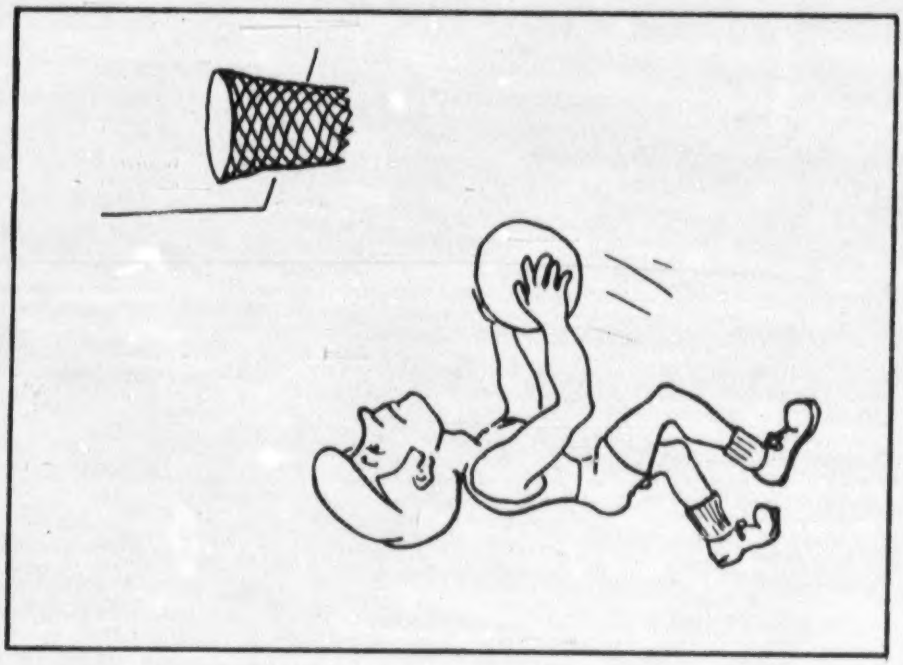
CAPABILITY





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DEFINITIONS

ABILITY Being able to do something; may be a natural gift or acquired knowledge.

ACHIEVEMENT What you know and can do.

ACHIEVEMENT TEST A test which determines how much you have learned in a particular subject area.

APTITUDE Natural talent for something.

APTITUDE TEST A test which indicates your ability to learn certain skills.

CAPABILITY Sufficient mental or physical ability to complete a task.

I Q TEST A test which measures learning ability.

INTERESTS Activities which you like; which are comfortable and/or exciting for you.

INTEREST INVENTORY TEST A test which determines your interest in certain subjects or fields of work; has no right or wrong answers.

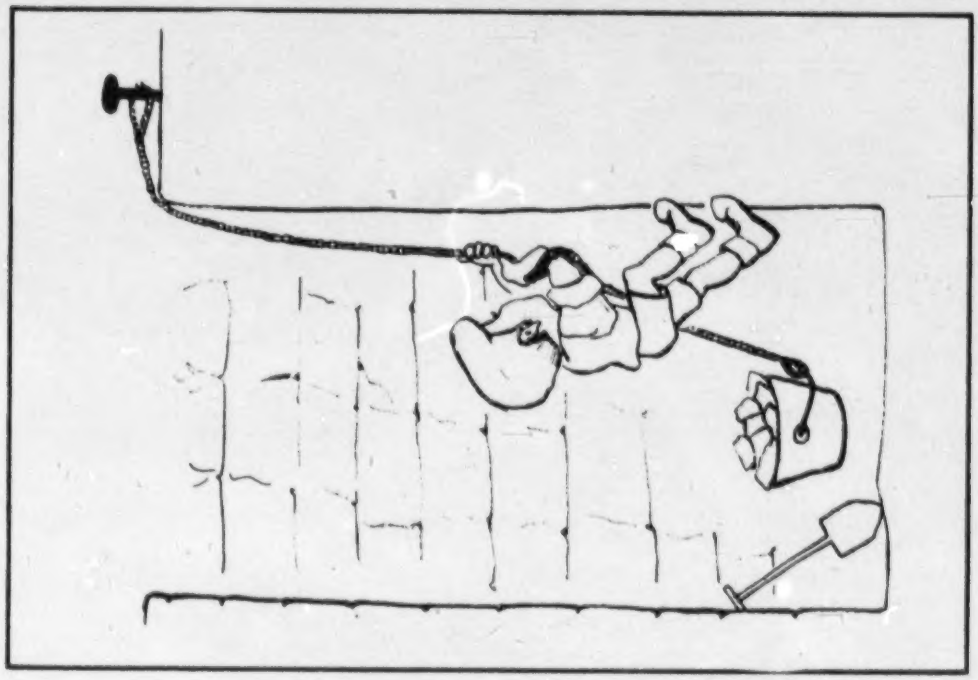
LIFE GOAL What you want from life.

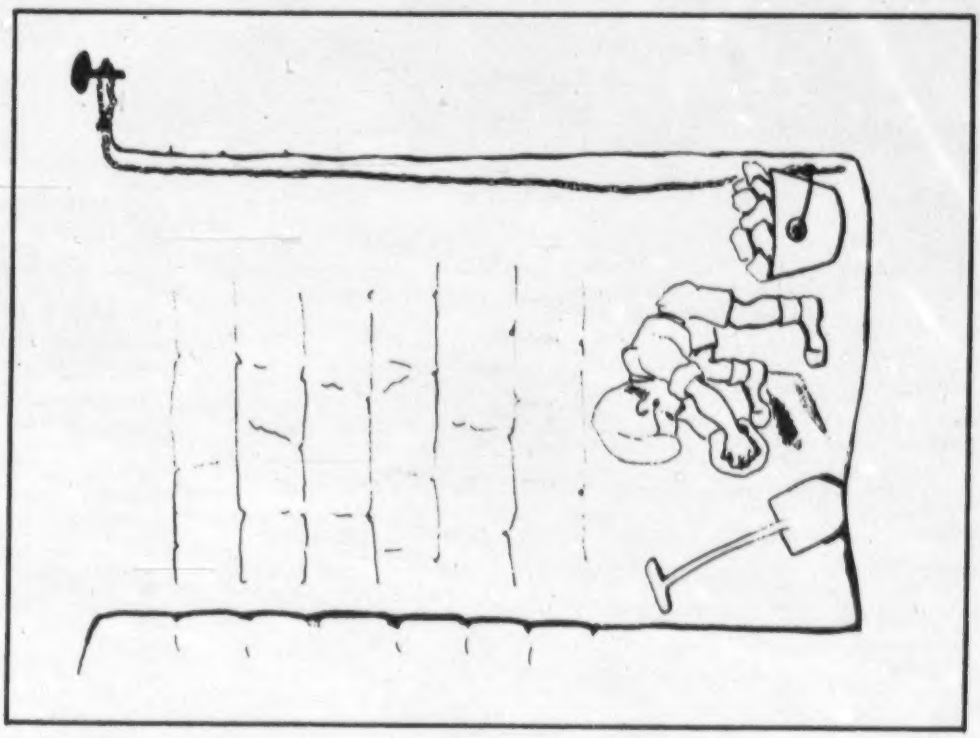
PERFORMANCE TEST A test given to persons applying for jobs to determine whether they have the skills necessary to do the job.

PERSONALITY The "whole" you; getting along well with others, liking yourself, and meeting and facing the problems of living as they arise.

POTENTIAL What one can become or achieve.

INTEREST





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_____ ABILITY

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_____ ABILITY

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Lexington, Kentucky

In Cooperation With

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Bureau of Vocational Education
Special Vocational Functions Unit
Frankfort, Kentucky

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